R E P O R T R E S U M E S

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A STUDY OF THE NEED FOR ADDITIONAL FACILITIES FOR THE EDUCATION OF LIBRARIANS IN THE UNIVERSITY OF CALIFORNIA.

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THE STUDY AND RECOMMENDATIONS ARE BASED ON VISITS TO 5 CAMPUSES OF THE UNIVERSITY OF CALIFORNIA AND INTERVIEWS WITH LIBRARIANS, FACULTY, AND UNIVERSITY OFFICIALS, ALSO TAKING INTO ACCOUNT AVAILABLE DATA ON SUPPLY AND DEMAND OF PROFESSIONAL STAFF IN CALIFORNIA. CONCLUSIONS ARE THAT THE NEED FOR LIBRARIANS IN THE STATE, THE RAPID EXPANSION OF LIBRARIANSHIP AND INFORMATION SCIENCE AND THE PROFESSIONAL CURRICULUM, AND THE URGENT NEED FOR RESEARCH RESULT IN A MAJOR NEW RESPONSIBILITY FOR THE EXISTING SCHOOLS AT BERKELEY AND LOS ANGELES. IT IS RECOMMENDED THAT THE SCHOOLS AT U.C.L.A. AND BERKELEY INCREASE THEIR ENROLLMENT QUOTAS, ENLARGE AND DIVERSIFY THEIR FACULTY, AND EXPAND THEIR PROVISION OF SPACE, WITH THE DEANS AND ADMINISTRATIVE OFFICERS ACHIEVING A CONTINUING COMMITMENT TO THESE OBJECTIVES. IT IS ALSO CONCLUDED THAT THESE EXISTING GRADUATE SCHOOLS CANNOT MEET THE NEED FOR PROFESSIONAL LIBRARIANS IN CALIFORNIA, THAT OTHER UNIVERSITY CAMPUSES OFFER ACCESS TO NEW SOURCES OF GRADUATE STUDENTS, AND THAT NEW NON-CONVENTIONAL AND INTERDISCIPLINARY PROGRAMS ARE ESSENTIAL TO THE DEVELOPMENT OF LIBRARY SERVICES. THEREFORE, THE ESTABLISHMENT OF TWO NEW LIBRARY SCHOOLS IN THE UNIVERSITY OF CALIFORNIA WITHIN FIVE YEARS IS RECOMMENDED. APPENDED IS THE ESTIMATED NUMBER OF PROFESSIONAL LIBRARIANS NEEDED PER YEAR FOR 1965 TO 1980, THE TOTAL ENROLLMENT AT THE 3 ACCREDITED LIBRARY SCHOOLS, THE CRITERIA USED TO EVALUATE POTENTIAL LIBRARY SCHOOL SITES, AND AN ANALYSIS OF LEGAL RESPONSIBILITY FOR CALIFORNIA LIBRARY EDUCATION. HARD COPY IS AVAILABLE FROM THE OFFICE OF THE PRESIDENT, UNIVERSITY OF CALIFORNIA, BERKELEY 94720. (JB)

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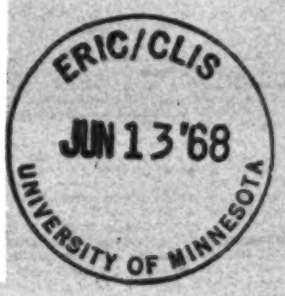

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A Study of the Need for Additional Facilities for the Education of Librarians in the University of California

by

Neal Harlow

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Preface

The proposal to "conduct a study of the needs for additional schools of librarianship in the University of California" was first made in April 1966 by Dr. Angus E. Taylor, Vice President of Academic Affairs. Although "some urgency" was expressed in this matter, visits to the University could not be made until October 10-19, 1966, and the official report was completed in December. The report which follows is revised from the one submitted at that time and omits some comments and advice considered to be confidential in nature.

It was understood from the start that the work was not to be fundamentally a "manpower study," although available data relating to the supply and demand of professional staff would be taken into account. The time required to carry out a systematic survey of staff needs and shortages throughout the state was not available, and there was considerable doubt concerning the validity of the probable findings, not only because of likely inaccuracies in statistics of this kind, but because little is known about the effective utilization of existing librarians and of the potential need represented by future growth and plans.

Visits were made to five campuses of the University, and the author expresses his sincere appreciation for the kindnesses represented in the systematic arrangements made and the interest and cooperation of librarians, faculty, and University officials with whom he had the privilege of meeting and discussing the potential for education, research, and practice in this professional area.

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April 1967

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A Study of the Need for Additional Facilities for the Education of Librarians in the University of California

Neal Harlow

Part I -- The Background

Professional Education in the University. In "Unity and Diversity, the Academic Plan for the University of California, 1965-75,"* the University recently acknowledged its traditional responsibility for the education of professional people. The nature of professional education which is appropriate at the university level was also described. "The University will ... offer professionally oriented curricula in subject areas which are intellectually substantial, worthy of graduate study and research ... of broad value and concern ... and emphasize not routine procedures but basic knowledge, scholarship, and research"; and it added that such preparation will be "directed to the student's total future career rather than at his first job." While welcoming the advice and guidance of professional associations, therefore, the University reserved the right of its faculties and of the Regents to shape its educational policy. The importance, academic character, and autonomy of professional education at the University is thus clearly indicated.

Of education for librarianship at the graduate level, Dr. Kenneth Beasley has similarly observed that "curricula involving 'techniques' of library science will ... become more vocationally oriented for the high school or junior college graduate. 'Librarianship,' in contrast, will be taught as a profession in which the major themes will be ethics of providing service, public responsibility, learning how to function in a complex social situation, and developing abilities to see the interrelationships of social services with library service."**

A supporting view comes also from the field of Law: "the way to shake the law school out of its how-to-do-it mold is ... to proclaim to all and sundry that the object of the law school is to understand the law, that the law school prepares students for the practice by helping them to such understanding, and that its emphasis is on theory because the best practical education is a theoretical one." "The central distinction on which a university ... school should be founded ... is ... the distinction between what the student ought to know that he can learn only in the university and what he ought to know that he can learn, and learn better, in the practice."***

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* Berkeley, Office of the President, ca. 1966, p.43,44.
** U.S. Office of Education, Library Services Branch. Statewide Long-range Planning for Libraries, Washington, 1966, p. 18.
*** Robert M. Hutchins, "The University Law School," unpublished paper read at the dedication of the Rutgers University Law Center, September 9, 1966, p. 1-3, 11.

The difference between a profession and a vocation, it has been said, has to do in part with an awareness of the impact of the group's skills upon the society served -- what happens outside an organization as a result of action inside. Graduate professional education should be oriented more toward the future than the present, toward the social results of institutional action rather than operating systems, and toward program rather than procedures.

The Use of Professional Personnel in Libraries. The utilization of librarians is a matter of importance in a study of this kind because it tends to determine the quantity of demand for new personnel and the quality and character of the professional school. There is a good deal of evidence that librarians are not consistently employed in professional capacities in libraries, although a growing awareness of this condition is apparent in the literature and in personnel policies which have been observed. Utilization will affect the productivity of librarians in the field, be a factor in setting salary scales, influence recruitment, and in the long run determine the nature of the profession and of professional education.

What the required number of librarians will be within the next few years, and whether they should be produced by University graduate schools or institutions of lesser academic rank and aspirations are major questions for both practitioner and educator. Will libraries be able to use the kind of librarian a university is prepared to educate? What is the nature of first professional employment; and can librarians identify an initial level which is not in fact non-professional? Will a continuing shortage of professional people improve the utilization of staff at all levels or produce a flood of poorly selected and educated personnel to fill a rising number of positions carelessly described and budgeted as "professional"?

Manpower Requirements in Libraries. The shortage of librarians in the United States is widely heralded if inadequately documented. A "National Inventory of Library Needs," sponsored by the American Library Association and published in 1965,* indicates that in 1962/63 6,318 public libraries in the United States employed only 6,205 librarians, and it estimated that 6,378 additional professional staff would be required in order to meet A.L.A. standards. Parallel data for libraries in higher education -- 1,930 institutions with 4,052 professional staff -- indicate a lack of 7,186 librarians to satisfy Association standards. In the same source the need for librarians in the lower schools, as estimated by the U.S. Office of Education, is roughly 90,000. California's shortage, as reflected in the A.L.A. study, is set at 559 in public libraries and 512 in academic.

Respecting the situation in the California public schools, a study by the State Department of Education** shows that just under 2,000 librarians serve

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* American Library Association. A National Inventory of Library Needs, Chicago, A.L.A., 1965, p. 9-11, 43, 56, 59.

** Preliminary data from a forthcoming report of a School Library Research Project, from Mr. Marvin Howell, Consultant in School Library Education, Bureau of Audio-Visual and School Library Education, Department of Education, Sacramento.

more than four million students, or one to every 2,102 persons; national standards propose one librarian for every 300-400, and if California provided one librarian for every 500, an additional 8,138 would be required. A study by Martin and Bowler* indicates that 62.7% of California's elementary schools do not have libraries -- affecting 1,370,000 children -- and less than 7% of all elementary schools have either full-time or part-time librarians who fully meet state credential standards.

The Martin-Bowler study also shows that 38.2% of public libraries allocate no professional staff to children's work, 73.4% have none to work with young adults, and 31.1% none for adult services. A 5-level structure for statewide public library service contemplates the provision at Level I -- Local Community Libraries of one professional staff member for every 6,000 people (supported by two non-professional assistants) or some 3,000 librarians for 18,000,000 people. In addition to this basic coverage, a similar ratio is projected for Level II -- Reader Service Centers, plus an unspecified number for the nine regional Library Systems, three Reference and Research Centers, and the State Library.

A compilation of data prepared for this report** projects the probable need for librarians in California during 1965-80. Using, for the most part, a population base and applying to it standards and goals laid down by professional library associations, the number of additional librarians needed each year during three 5-year periods is estimated. It will be seen from a summary table (Appendix A) that for public, academic, and special libraries in California, 640 additional librarians a year are to be required during 1965-1970, 770 a year between 1970-1975, and 900 a year between 1975-1980. For school and junior college libraries, the parallel figures are 304, 550, and 830 (this estimate being based upon the number of persons now holding these positions in the schools who have the MLS degree).

"Today and for the forseeable future," Dr. Beasley states, "there will be a shortage of trained librarians to meet the goals most librarians and the public desire. The same is true in education, engineering, medicine, and other fields. Nothing is to be gained by further documentation of the obvious."***

The question is not whether there is a shortage but how great it may be and whether it can be significantly controlled by the reorganization of libraries or will require a major increase in the output of professional people. And if the latter, at what level of education, competence, and responsibility is the product to be? With the annual output of the accredited graduate schools at about 2,500 (U.S. and Canada) -- some 300 of them from the three California schools -- and an estimated 5% to 10% attrition rate, the tide is not likely to be turned by the professional schools alone.

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* Lowell A. Martin and Roberta Bowler, Public Library Service Equal to the Challenge of California, California State Library, 1965, p. 29, 32, 38, 43, 74, 75, 77.

** University of California, Institute of Library Research. "Statistics on the Librarians of the State of California" (internal working report, Nov. 30, 1966), a preliminary study which is being further developed by Dr. Robert M. Hayes.

*** U.S. Office of Education. State-wide Long-range Planning for Libraries, op. cit., p. 23.

Recruitment Potential for Professional Library Staff. A number of factors affect the recruitment of people for the profession, among them the level of responsibility of professional staff, as already mentioned, and the existing "image" of librarians among eligible people, whatever that may be. Salary is another, and this is related both to the scarcity and utilization level (and to other economic factors). Whether there is a continuing organized program of recruitment or this work is left largely to the initiative of individuals, will have its effect. In some areas, state libraries, extension agencies, and state library associations carry on these programs; and the California Library Association is taking such initial steps, working primarily with college counselors. Scholarship assistance and trainee and work-study programs for students are effective instruments. Whether the graduate library schools are in fact providing educational programs and professional leadership at a level to attract the most eligible people or are ready to accept an increasing number of students if they should apply is pertinent. Would the inauguration of additional graduate library schools in the state -- by tapping new local sources of eligible personnel and establishing imaginative new programs -- provide a sufficient recruitment potential to justify this academic expansion? If such schools were to be established, should the initiative be taken by the state University?

Levels of Responsibility and Knowledge in Libraries. Several levels and categories of responsibility and performance are identifiable in libraries. Librarianship is a system for the organization of knowledge and for its communication to individual users, and the librarian's responsibility embraces the whole range. (In Beasley's words, the "well-trained librarian offers a breadth of interest and knowledge and dedication not usually found in other persons."). His distinctive role is found in administration and management and in providing professional services directly to users. Professional responsibility takes four basic forms: (1) developing policy and program and seeking their realization through organization and staff; (2) providing a variety of professional services directly to users; (3) generating, coordinating, and carrying out research and development in the field; and (4) teaching (the continuing education of librarians and of their clientele). The librarian's bibliographic function -- the identification, evaluation, and organization of materials and information for storage and use -- is supported by principles, insights, and practices adapted from other professions and disciplines. The responsibility of a professional librarian, then, is broad in scope, intellectual in nature, consists in making judgments and decisions, is balanced in relating individual assignments to the total operation, and is answerable to a profession and a clientele.*

"Non-professional" responsibility (in the library context) operates within narrower scope. It embraces persons in other professions, disciplines, and callings, who bring their specific knowledge and competencies to bear upon the formulation and pursuit of library objectives or the interpretation of subject matter (public administration, scientific management, sociology, education, statistics, computer technology, storytelling, subject specialty, etc.) It also includes a range of technical and clerical roles, many of which are not unique to library employment.

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* Neal Harlow, "The Education Problem," in Canadian Library, v.22, p.84-89, Sept. 1965. Also his "Misused Librarians," in Library Journal, v.90, p.1597-1599, April 1, 1965; and "Who's Afraid of Melvil Dewey?" in PNLA Quarterly, v.31, p. 10-17, Oct. 1966.

The services which can be provided by colleagues in other fields, and by technicians and clerks, are not now being fully realized in libraries. "In my estimation," Dr. Beasley said, "the most important question to be faced by the library profession is whether librarians will recognize that there are no rigid qualifications for successful library employees." Part of the professional librarian's responsibility is to make the maximum use of all available resources, including himself and non-professional people.

The Character of Education for Librarianship. Preparing librarians for their specialized social role embraces studies both in the basic discipline and in supporting fields. The first includes bibliographic organization and description (its theory and technology) and the development of criteria for evaluating materials and information (in relation to user interests). Indispensable supporting studies are those which explore Beasley's major themes, "the ethics of providing service, public responsibility, learning how to function in a complex social situation, and developing abilities to see the interrelationships of social services with library service" (as cited earlier). Other highly pertinent areas are the fields of engineering, electronics, linguistics, mathematics, psychology, etc., which contribute to the "information sciences." Much is to be drawn from what librarianship has to offer, as much more from the vast knowledge and different points of view represented by these other areas. Since the University is committed to offer professionally oriented curricula in subject areas which are intellectually substantial, worthy of graduate study and research, of broad public value and concern, and emphasize not routine procedures but basic knowledge, scholarship, and research, such a program -- rather than one which is more narrow or vocationally oriented -- would find a sympathetic environment there.

One of the functions of a truly professional education, it has been said, is to be a long way ahead of the body of practitioners, and "if library educators are not in a continual state of strain with their students over this point, they are probably not doing their job very well." A necessary ingredient of such professional education at the graduate level is therefore opportunity and facilities for experiment and research as a stimulant to growth and innovation, and a structure of advanced study with a built-in disposition toward research, based upon institutional policy, faculty qualifications, and an educational program oriented toward doctoral work.

Selecting a Site for a Graduate Library School -- the Criteria. Criteria for selecting a site for a graduate library school should, therefore, be drawn up with educational rather than occupational or geographical objectives in view and with a purpose to serve long-range rather than immediate educational needs. While the following list is arranged in order of priority, this does not argue that criteria cited last are unimportant or are not essential to satisfactory function, only that earlier attention and greater weight of significance are to be given to those having precedence.

University Environment

1. The University environment is obviously of foremost concern, particularly the existence and level of other graduate programs on the campus and the nature and prevalence of substantive research.

2. The awareness and interest of persons in cognate areas in what librarianship has to offer the university is a sign of careful preliminary planning and an earnest of interdisciplinary cooperation.

3. How a new professional school fits into the campus program of graduate development should be noted, whether it supports and expands existing teaching and research facilities or only adds another choice of vocation for the rising tide of graduates.

4. An opportunity to experiment with curricula is needful in such a program.

5. Likely influence of the proposed school over admissions policy (normally in addition to that exercised by the Graduate Division).

6. The degree of administrative approval and support is crucial: is there recognition of the size and nature of the program, financial support for a strong initial development, an adequate share of the campus quota of graduate students (if overall enrollment is limited), and an adequate graduate-level ratio of faculty and of teaching and research space?

7. The potential of the institution as a whole to attract high caliber faculty from across the country because of its reputation, stature of its faculty, library and research facilities, salaries and other benefits must be taken into account.

8. The resources of the University Library are a major factor in a successful program, limiting or supporting it according to the range and quality of the collections and services.

University Environs

9. Beyond the University campus the library resources of the area are a pertinent asset, providing opportunities for observation by faculty and students, work-study arrangements, and (under very favorable circumstances) a source of part-time instructors for specialized courses.

10. The potential of an area for the recruitment of students should also be taken into account, whether the program will tap a large new body of college graduates and attract applicants from a major population area.

11. At the end of the list is the local (regional) demand for professional personnel: are new graduate librarians likely to be in continuing demand, and will the program provide a major community service by the university? Distinguished library schools will attract students from across the country and around the world, and their graduates will be likewise dispersed; but if opening up new major sources of recruits and supplying well educated professional personnel to specific geographical areas are not to be regarded as primary educational considerations, they are indeed useful social ends.

The Problem of Evaluation. If we accept the shortage of highly qualified professional librarians as a critical limiting factor in the development of library service in the state and nation, the problem of coping with conditions then remains. Graduate schools of librarianship already exist in California, and these cannot be ignored in any discussion of educational expansion. And, having identified criteria for judging an appropriate environment for new programs, an evaluation of potential sites can be made. This will necessarily take into account not only the need for well educated professional people but the University's statement of responsibility for graduate professional study, and the character of education for librarianship at the level of responsibility already described.

Part II - Evaluation

Established Schools. Many schools of librarianship have been conservative in respect to expansion, valuing intimacy (probably meaning that all faculty teach all of the students each year) and fearing perhaps the administrative complexity of numbers. Increasing enrollment may indeed make it difficult to teach in some specialized areas without changing teaching methods, but that the faculty in small schools are fewer in number and less diversified in knowledge and experience, and that classes, in fact, tend to be larger than in some of the schools with much higher enrollment has not always been taken into account.

If the number of faculty keeps pace with that of the student group, the same faculty-student ratio is obviously maintained, and a greater variety of specialization, competence, and points of view are thereby achieved. This should provide more stimulation of the faculty itself, a heightened influence upon the student body, and greater alertness and productivity for all. It may possibly limit the impress of single individuals among the faculty upon the total student group. The hypothesis that there is a "critical mass" for a faculty group below which the intellectual chain reaction among its members does not take place is worthy of serious consideration.

Because the scope of librarianship is expanding, by embracing new fields and disciplines, the curriculum of a modern school cannot develop without adding people with competencies in the new areas. Supplementing the basic fields are studies which depend upon the social sciences (focused upon institutions and users and concerned with what happens outside the library as a result of what goes on within) and upon the "information sciences" related to processing, storage, retrieval, and dissemination of information). Teachers of "cataloging," "reference work," and "book selection" cannot encompass all these.

If graduate schools are to produce new knowledge as well as to communicate what exists, they must have faculty with various qualifications, research competence and experience, and time and motivation for each. Carrying on programs beyond the master's level involves a heavy faculty load and may call for qualifications which need to be acquired through the process of

faculty recruitment. Critics of growth have claimed that large schools are apt to be run by administrators rather than teachers; that they tend to have a high student-faculty ratio; that too little importance is placed upon full-time attendance; and that increased size means lowering admissions standards. These problems, however, are not directly chargeable to size or growth but to criteria for the selection of faculty (to provide active leadership), to admissions standards, salaries, and budget. Most schools of librarianship have been too small to know what the alternatives are.

The School of Library Service at U.C.L.A.

Number of Students. The schools at Berkeley and Los Angeles began with small enrollments, about 50; and this became traditional at the older school (built around the practice of providing a laboratory desk for every student). Both have now begun to increase the number of students in their master's programs, taking cognizance of the need for more professional people and for a larger and more diversified faculty group. The School at U.C.L.A. proposes a full-time equivalent student group of 200 by 1975 (up from 84 in 1966/67), and although University estimates of May 1966 set the 1975 FTE level at less than this, the figures are not regarded as being rigid but subject to justifiable alteration (200 may be too little or too much).

In view of the increasing need for professional people and for a larger and more diversified faculty group, it is concluded that the U.C.L.A. School of Library Service should steadily increase its enrollment to a figure not less than 200 FTE by 1975 and that discussions should be carried on with appropriate University officials to achieve these enrollment aims.

Faculty-student Ratio. There are University formulas which relate size of faculty to the FTE student group and thus maintain an accepted faculty-student ratio. These apply to the Graduate School of Library Service.

It is suggested that the proposed size of faculty and ratio to student group also be discussed with University officers, looking toward increases to provide for critical immediate needs and to accommodate the larger enrollment and expanding teaching and research programs which are herein suggested.

Space. While there may be flexibility in regard to the allocation of FTE faculty and students throughout the University (depending upon changing needs), building space is less fluid, since it cannot be so easily passed around. Nevertheless, since the existing quarters for the School of Library Service are temporary and do not provide for any expansion, an obvious responsibility to find or create space is recognized. A new building or conversion of existing space is consequently indicated, and two possibilities are mentioned, new accommodation in either the 2nd or 3rd unit of the Research Library or remodeled facilities in the existing building soon to be vacated by Public Health. Since 200 FTE students and 18 to 20 faculty members would require a large amount of space (including accommodation for teaching, laboratory, administration, and research), and the present rate of growth of the Research Library would not permit the joint occupation of new Library units

except for brief periods, it would seem more practicable to earmark other space for the School of Library Service.

It is concluded that because of the ideal location of the existing Public Health building in relation to the new Research Library, the School of Library Service should have adequate space for present need and proposed expansion set aside there. This matter should likewise be discussed with the appropriate administrative officers right away.

Education Beyond the Master's Level. Education beyond the master's level is a concern of this study because it affects the nature of the master's program, the continuing education of librarians, the provision of teachers for higher education in the field, and the development of research and research personnel.

"Intermediate" Degree Programs. The possibility has been discussed of inaugurating an intermediate program of continuing education, leading perhaps to a "certificate of specialization." After receiving the MLS or MSIS degree, a student under this plan would be expected to acquire some years of professional experience prior to returning for concentrated study in some appropriate area of interest, e.g., a specialized area of bibliography, a subject field, languages, public administration, documentation and computer technology, scientific management, or more than likely a combination of some of these. Although existing University practice suggests that certificates of this type are likely to be offered in lieu of a master's degree rather than for work supplementing it, nevertheless, if an innovation of this kind proved to have meaning in a specific field, it would receive careful University consideration.

It is suggested that a study be made of possible programs of advanced study beyond the MLS and MSIS degrees, leading to an "intermediate" degree, a "certificate of specialization," or another form of academic recognition for persons wishing to undertake specific programs of study of an academic/professional nature of less than doctoral level (Ph.D.) which would specifically benefit them and the profession.

Doctoral Study. The most pressing national need for study at the post-master's level may be to provide academic preparation for teaching and research, because of the extreme shortage of such personnel in the field. A Ph.D. program following the MSIS would likely find most ready support at U.C.L.A. since the MSIS is an academic degree, the MLS professional. However, since work for the MSIS places its major emphasis upon the "information sciences," and a great deal of significant research is yet to be done in areas of librarianship upon which the social sciences have the greatest bearing, there is a similar need for advanced study beyond what is presumably represented by the MLS specialization. Work toward the Ph.D. would need to be academic rather than heavily professional in character, and a greater orientation of the content of the MLS program toward the social sciences might be useful. Although it has been intended to approach doctoral study gradually, first inaugurating an "intermediate" program of continuing education (meanwhile developing an independent research program under the aegis of the Institute of Library Research), there appears to be

no disadvantage, and perhaps something to gain from submitting a proposal to the Graduate Council soon. A considerable amount of time would be required for the proposal to be considered on the local and statewide levels; and the important influence of a strong doctoral program upon the education of students at the master's level should not be overlooked.

It seems desirable, therefore, that the development of a program of doctoral study in the School of Library Service at U.C.L.A. be begun at this time, leading to the Ph.D., working with appropriate disciplines both in the social and information sciences.

Library Personnel for the Public Schools. The question whether library personnel for the public schools should receive their professional education in the graduate library schools of the University is a complex and confused issue in California. Whatever the relative responsibility of the University and the state colleges may be for the professional education of this group, there is an urgent need for school librarians in the state who have been selected and educated in accordance with University of California traditions and standards who can assume responsible planning and supervisory roles in school systems.

It is judged to be highly appropriate, therefore, that persons wishing to receive full professional education in librarianship at the University of California, with emphasis in the school library field, by completing work for the MLS degree, be strongly encouraged to apply and that they be accepted on the same basis as other interest groups and accorded equal attention. Further advanced work for this group, leading to a "certificate of specialization," the supervisory credential, the professional doctorate, or the Ph.D. should also be explored.

"Course Work Only." It is permissible, if not frequently practiced, for individuals to be admitted for "course work only," to pursue some limited educational program (beyond the first professional degree), not leading to a specific certificate or degree. It is suggested that this be encouraged as a form of continuing education when in the judgment of the faculty such work comprises an acceptable program for the individual and School.

Curriculum. Although the School of Library Service at U.C.L.A. is a young institution, its program has been strongly influenced by older curricula. While innovative courses in "information science" and "systems" have been adopted, there is much else in present-day knowledge and in other disciplines which can influence the basic program directly.

It is suggested that a review of the M.L.S. curriculum be undertaken in relation to what other pertinent fields of study have to offer (social sciences, information sciences, humanities, and professions), seeking solutions to professional problems which are social, political, and cultural as well as technical and mathematical in nature, and providing an interdisciplinary base for doctoral study.

The School of Librarianship at Berkeley

Number of Students. The School at Berkeley proposes a total of 300 FTE students at the master's level by 1975 (up from a 1965-66 figure of 177, at 8 credit hours, or 115, at 12). While a University projection in April 1966 places the 1975 "head count" for the School at 270, with "unrestricted" growth, and 217, taking "divisional quotas" into account, educational factors can likely be cited to justify the School's own target figure. Educational quality in a field which is developing in scope and content as rapidly as this one requires continuing curriculum development and diversification of faculty beyond what the University's projected growth would normally allow. Also the University's projection apparently is based upon data going back to 1954, whereas the recent period of the School's growth, and the current trend, began about 1960 or 1961. It is noted that a higher ratio of graduate students at Berkeley may add as many as 4,000 students at this level in a long-term projection.

There appears to be ample justification, then, to increase the prospective enrollment figures for the master's program in the School of Librarianship at Berkeley to a minimum target of 300 FTE students in 1975 and to press for an institutional commitment to this figure.

Faculty Development. A faculty component for 1975 (including the increase required to make the shift to the quarter system) has been proposed by the Dean of the School. This is justified primarily as a means of faculty development and diversification in order to accommodate the increasing range of responsibility for not only the new fields of documentation and information science (as the Dean describes) but also disciplines in the social sciences as they affect the library's responsibility and relationships to society. The importance of doctoral study and research in this burgeoning area, and the load which such advanced programs place upon faculty, argue both for numbers and variety in the teaching and research staff. On the basis of planning formula, the projected 300 FTE students at the master's level and 35 in the doctoral program by 1975 appear to justify the number of faculty specified.

It seems necessary that the projected growth of the faculty of the School of Librarianship at Berkeley to a minimum FTE of 28 by 1975 be clearly substantiated and that the Academic Planning Committee and administration be asked to make the necessary continuing commitment to this development.

Space. Space limitations will in effect control the maximum size of the School, and the 1975 projections have taken into account the occupation of remodeled South Hall. Present quarters in the Doe Memorial Library are of course inadequate for any such development. South Hall is situated near the main research library, an important factor in choosing a site for the School, and if it is to be preserved, it appears to be the most satisfactory location. A great deal of expensive remodeling will be required, but unless a new structure can be built in similar proximity to the main Library, or another more adaptable building can be identified for early use, commitment should be made to South Hall in order that adequate facilities can be quickly realized.

It is recommended that an early decision be reached in respect to new quarters for the School of Librarianship at Berkeley, if not in a new building to be erected in the vicinity of the Doe Memorial Library, then in a remodeled South Hall or in a more adaptable building in the immediate area.

Curriculum Development. The graduate School of Librarianship at Berkeley has a forty year history and a considerable weight of tradition. That change is taking place is evidenced in the establishment of the Institute of Library Research, new faculty appointments, and a number of statements which have been issued by the Dean as a basis for discussion (see particularly his memorandum to the faculty, dated September 29, 1966, concerning "Curriculum"). Because the field of information science is new and significant, developing new courses in this area comes with less difficulty than changing existing content. It has been argued that information science is "problem-oriented" in contrast to the "conventional" approach, which has most often been focused upon library activities; but there are many problems which are social, political, and cultural, rather than technical and mathematical in nature, and much in the social sciences and humanities can influence the curriculum directly -- affecting not only course content but the nature and objectives of the program itself.

It is suggested that a review of the M.L.S. curriculum be undertaken in relation to what other pertinent fields have to offer (social sciences, information sciences, humanities, and professions) in order to realize the full impact of these areas of knowledge upon teaching, research, and practice in librarianship.

Are Additional Schools Needed?

Additional schools of librarianship in California would contribute to the now inadequate supply of professional staff. They would draw upon fresh local sources of students, and comprise a new recruitment force because of their presence upon particular campuses. They could inaugurate new, imaginative, non-conventional programs, without the conservative influence of an existing establishment, and begin to work freely with related disciplines in a research-oriented and stimulated environment. They could support library services in regions of the state which now find it difficult to attract graduates from existing schools; and the influence radiated by a major new school would in many ways affect the professional environment. Starting a school in the University would provide a graduate program of high quality by assuring an adequate planning period, orientation toward interdisciplinary study and research, appropriate standards controlling the caliber of faculty and students, a satisfactory faculty-student ratio, and adequate library resources and financial support. The establishment of such major schools might at the same time forestall the emergence in an existing vacuum of less well planned, supported, and directed programs. Graduate schools of high caliber would mount a wide recruitment effort, beyond the institution's normal undergraduate radius, and thus make a maximum contribution to reducing the nationwide deficit of professional people.

Taking an opposite view, new schools might of course establish conventional programs or accept inadequate initial support and become saddled with conditions which might create a permanent handicap. Strictly from the point of view of management, greater efficiency in the use of scarce resources might be achieved by expanding existing schools instead of building one or more new bases. It is still possible to experiment with increasing enrollment in the existing schools as the sole means of meeting the employment potential; this has been recommended before (in 1948, 1952, and 1955), but the number of persons ready to enter graduate schools has meanwhile markedly risen, and a new peak is expected in 1969/70. New schools might in fact compete with the old for the same students, although this did not occur in 1960 with the opening of the U.C.L.A. School (see below).

Total Enrollment of 3 Accredited Schools
UC, USC, and UCLA*

Year	Enrollment	Credit Hrs.	Graduates
1958-59	327	7168	169
1959/60	264	6229	192
1960/61	390	7540	175
1961/62	475	9017	227
1962/63	447	9067	210
1963/64	463	9269	229
1964/65	498	10677	264
1965/66	522	10679	302

*The UCLA School was opened in 1960/61. (For more complete data, see Appendix B.)

It is concluded that the need for librarians in California is such that the existing schools are unable to satisfy it (the immediate potential being at least twice that of the present output); that access to fresh and rapidly growing sources of graduate students on other University campuses offers significant opportunities to attract new candidates of high caliber; that new non-conventional and inter-disciplinary programs of education and research in librarianship and information science are essential to the development of library services to society and can contribute to the strength of advanced study on a campus and in the profession; and that new schools in the University, by producing graduate programs of high quality, may forestall the emergence in an existing vacuum of less adequate curricula offered by institutions with fewer resources and less exacting standards. Although the need for schools is based primarily upon social and professional requirements, selecting a site requires the identification of an appropriate educational environment; and it is believed that the criteria which have been identified can best be met in a University setting.

New graduate programs should fulfil the University's stipulation that they be worthy of graduate study and research, be of broad public value and concern, and emphasize not routine procedures but basic knowledge, scholarship, and research. Establishing such programs requires that the areas of academic study and research be identified. These include the distinctive fields of bibliographic organization and description and the development of criteria for evaluating information. Supporting them are the social sciences (which

relate to the library's function in a complex society, to public responsibility, politics, and administration) and the information sciences (linguistics, mathematics, psychology, engineering, electronics, etc.) which take a theoretical and experimental approach to communication. That interest in both teaching and research often tends to be applied classifies it with such other university areas as Earth Science, Aerospace, and Medicine.

It is concluded, therefore, that there is justification for the establishment of up to two new schools of librarianship within the University of California within the next five years, (a) providing a "lead" period of two years after authorization and the appointment of a Dean before the admission of students, with a minimum interval of two years between beginning dates of the schools in order to ameliorate somewhat the difficult problem of recruiting faculty; and (b) stipulating that the programs be worthy of graduate study and research, of broad public value and concern, emphasize not routine procedures but basic knowledge, scholarship, and research, and embrace studies which are both distinctive to librarianship and provide the support which the social sciences, information sciences, and professions have to offer.

Evaluation of Programs which have been Proposed

Criteria for selecting a site for a graduate library school have been discussed earlier in this report (p. 5). Although the need for schools is based upon social and professional requirements, selecting a site requires the identification of an appropriate educational environment.

In the following table, criteria are listed in an order of priority, with the highest priority at the top. Factors low in the list are not to be regarded as unimportant or unessential to satisfactory function, but the items above them are to be given earlier attention and a greater weight of significance. (See Table of Criteria, Appendix C.)

The Proposed Program at San Diego

Universities vary in their traditions and expectations, and the several campuses of the University of California are no exception. San Diego, one of the "new" campuses in the state-wide system, is developing a characteristic "style," based upon the planned integration of undergraduate teaching and advanced study and research. Although undergraduate students were first admitted in 1964, there is a longer history of graduate study (beginning with Scripps Institution of Oceanography and broadening into other fields in the late 1950s), and the impress of graduate work and research has been the chief formative influence. Revelle College (the first of an intended 12) became a graduate program in the physical sciences in 1960 and has since been rapidly developing graduate and undergraduate work in the humanities and social sciences. Though it may be too early for final judgment, the emphasis upon "excellence" appears to be no formal gesture, for the caliber and reputation of the faculty (those interviewed and others well known) and the structural means being developed to unify teaching and research seem very likely to produce the results intended.

Faculty must all teach at the undergraduate level; graduate education is organized around undergraduate departments, coordinated through a Vice Chancellor for graduate studies; and faculty research is promoted (with emphasis upon interdisciplinary effort) by the establishment of research institutes. There is an expressed intention to maintain a balance among these three elements.

Graduate work is to be built upon undergraduate programs of liberal studies (for example, preparation for graduate engineering -- as in Aerospace and Electrophysics -- is academic and theoretical rather than technical and professional), and an interdisciplinary orientation is emphasized. Master's and doctoral programs are planned as a continuum (the one not superimposed on the other), and in many areas doctoral students are expected to outnumber those who work only to the master's level by a ratio of 2 or $2\frac{1}{2}$ to 1. Discussion concerning the inauguration of an M.A.T. program, however (the masterate in teaching -- no school of education is now intended) appears to recognize that most students in this group will be earmarked for teaching and will likely terminate their work at an intermediate level.

In the fall of 1965 there were 869 students on the San Diego campus at the undergraduate level and 569 in graduate work, and during the 1965-66 academic year 29 master's degrees were awarded and 29 doctorates. Since undergraduates were not admitted until 1964, none received the bachelor's degree.*

Environment for a Graduate Library School. Graduate work in librarianship is traditionally based upon undergraduate programs of liberal education, and such a background is prescribed at San Diego. While requiring that a new program be organized as a "department" rather than as a presumably more autonomous "school" will not guarantee free interaction among disciplines (an organizational plan not unique among library schools), it is a declaration of University intention. To plan all graduate education as a continuum would coincide with the University's aim in professional education, to have it intellectually substantial and worthy of graduate study and research. This structure, while assuring a theoretical approach, would apparently not mean that recipients of the master's degree might not leave the program at

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* Comparative figures for the San Diego, Santa Barbara, and Davis campuses are as follows:

	San Diego	Santa Barbara	Davis
FTE Undergraduates	869	8,641	6,176
FTE Graduate students	569	929	1,731
Total (Sept. 1965)	1,438	9,570	7,907
Bachelor's degrees		1,147	629
Master's degrees	31	157	247
Doctoral degrees	29	11	158
Total advanced degrees	60	168	405
FTE Faculty (Apr. 1966	153.8	391.5	392.8
Fields in which graduate students are enrolled	16	29	52

this intermediate point (recognizing that the holder of the M.A.T., the M.S.L.S., and perhaps the master's degree in chemical engineering could go directly into teaching, librarianship, or industry). Nor would this orientation toward doctoral study presumably require that students at both the master's and doctoral levels actually be accepted the first year. It is the orientation toward theory and research more than the level of specific candidates which is significant, and the initial problems faced by a faculty of establishing a new graduate curriculum would recommend postponing the implementation of the more advanced portion (a very demanding responsibility for faculty) during an introductory period.

The acceptance and establishment of such a program in librarianship would require that the areas of academic study and research be identified. These might include the distinctive fields of bibliographic organization and description, of developing criteria for evaluating materials and information, and of providing direct "reader" services of information and guidance. Supporting them are the social sciences which are concerned with the library's function in a complex society, with social services, and with public responsibility; and the "information sciences" (engineering, electronics, linguistics, mathematics, psychology, etc.) which take a theoretical and experimental approach to communication. That interest both in teaching and research tends to be applied, classifies it with such other university areas as Aerospace, Electrophysics, Earth Science, and Medicine.

In Relation to the Criteria. Referring to the Table of Criteria for evaluating a site for a school of librarianship (see Appendix C), San Diego stands high in respect to the strength and level of existing graduate programs. Discussions with several faculty groups demonstrate awareness of the pertinence of librarianship to other substantive interests, both because of its own potential and as it represents the scholarly and research interests of other groups, particularly the departments which would constitute the proposed Institute of Information Systems (it may also be said to reflect the preliminary explorations carried on among faculty by the University Librarian). Experimentation with curricula is encouraged, and admissions standards appear to be satisfactory and workable. The proposed program has the official approval of the Educational Policy Committee (the latter being concerned with interdepartmental programs). Both the Chancellor and Vice Chancellor spoke favorably concerning administrative support (although no financial details were provided). It is clear that San Diego has had remarkable success in attracting distinguished faculty. Initially, the Library will provide the necessary space, and a large new library building is in an active planning stage. Resources of the University Library are developing rapidly, and great emphasis is being placed upon bibliography; professional materials in librarianship will require development. The more than 335,000 volumes now in the library (up 30% in the past year) are expected to be tripled to a million within five years. The Library staff, although not wholly informed concerning the implications of a new school, spoke with anticipation of its influence and seemed prepared to accept the increased responsibility.

There are good representative libraries in the several categories located in the region*, and a shortage of professional librarians is indicated, except in the public schools (where there is reported, however, to be a dearth of supervisory personnel). It is stated that few graduate librarians have been obtainable from Berkeley and Los Angeles, a larger percentage being recruited from outside the state. A number of local librarians spoke enthusiastically for the establishment of a school on the San Diego campus, made a strong plea for quality graduates, and recognized the importance of doctoral study to the profession.

The potential for recruiting students from the University is at the present only low to moderate but will presumably increase as the University grows. Undergraduates were first accepted in 1964, and there was a total enrollment of 1,438 in the fall of 1965 (up from 560 in 1964, an increase of 156.8%); of these 869 were undergraduates -- with 48 juniors and no seniors -- and 569 graduates. An enrollment of 9,300 is expected by 1975 and a maximum projection of 27,500 in a complex of 12 colleges by 1995. Metropolitan San Diego has a population of over a million people, a moderate climate, and a fine seaside prospect for the University. The University's geographic location and fine academic quality will undoubtedly attract students from a wide area. Four other 4-year colleges are in the vicinity.**

Summary. Judged by the criteria selected for evaluating a site for a graduate school of librarianship, the University of California, San Diego, has a good to excellent rating in all aspects except its immediate potential for recruiting local candidates.

The Proposed Program at Santa Barbara

The University of California, Santa Barbara, successor to Santa Barbara State College, came into the University system in 1944 (as Santa Barbara College) and became a general campus of the University, under its present designation, in 1958. Now the third most populous of the University's campuses (with 9,378 students in 1965/66), some fifty of its more than seventy years of history were spent outside the state University, and for only eight years has it been in a position to achieve full university status. Most of its tradition, therefore, is neither university oriented nor graduate, a condition which might be expected to have some influence upon its present program.

There were on the U.C.S.B. campus in the fall of 1965 8,641 students in undergraduate status and 929 in graduate work, and during the 1965/66 academic year 1,147 bachelor's degrees were awarded, with 157 at the master's level and 11 doctorates. There was a total of 391.5 FTE faculty (in the four ranks).

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* San Diego Public Library, San Diego County Library, San Diego Law Library, San Diego Society of Natural History Library, General Dynamics Corporation Libraries (Astronautics, Convair, General Atomics), Ryan Aeronautical Company Libraries (Engineering and Electronics), and the following academic libraries.
** San Diego State College, California Western University, San Diego College for Women, University of San Diego.

Environment for a Graduate Library School. Discussions with faculty (representing policy level) and administrative staff reflect a fairly standard academic situation and a conventional approach to graduate study. Because Santa Barbara has been designated a "general campus," it plans to round out its University offerings, balancing its College of Letters and Science (established in 1958) and Graduate Division against appropriate professional schools. Engineering and Education are already in being, and others have been proposed (Librarianship, Administration*, Law, a two-year pre-clinical program in Medicine, and a College of Architecture and City and Regional Planning), with Librarianship likely in first position. The attraction of "librarianship and information science" -- suggesting new machinery and techniques -- is obvious; and a premium is placed by the University upon innovation if schools are to be repeated on other campuses. With 1,147 bachelor's degrees awarded in 1965/66 (1,109 in the Arts), a new school would provide another career opportunity for the increasing output of Santa Barbara graduates; and it would supply scarce librarians for the University's community.

Persons locally interviewed had not carefully explored the intellectual nature of professional education in librarianship, perhaps because no one had provoked this kind of approach. The original proposal suggested relationships with Law, Education, and the Education Abroad Program (in the conventional sense of providing appropriately oriented courses and of incorporating the literatures of other disciplines), but this had apparently not been fully explored. Other opportunities seem to exist on paper to work with cognate fields, for example, in the Institute of Environmental Stress, to which the function of information, communication, and learning might possibly have pertinence, as suggested by the Catalog description. The head of a new school of librarianship on the campus could pursue such educational objectives, but no teaching or research need is apparently now felt which the school would satisfy.

In Relation to the Criteria (see Table of Criteria, Appendix C). In respect to the existence and level of other graduate programs on the campus, a Graduate Division and two professional schools exist, and graduate work is offered in 29 fields. (Since 1959/60 the number of graduate courses has been increased from 63 to 323, or by 412%.) Actual graduate degrees awarded in 1965/66 totaled 157 at the master's level (of which 154 were M.A.'s, 2 M.S.'s and 1 M.F.A.) and 11 Ph.Ds**. Based only upon brief conversations with a limited number of faculty and administrators, it seems that research may not yet play a leading role in education at Santa Barbara, although a good deal of faculty research is under way. In 1965/66, with the same number of faculty members at Santa Barbara and Davis (391.5 and 392.8, respectively, in the four ranks), Santa Barbara enrolled a total of 9,378 students (of which 949 were graduates and 168 earned advanced degrees) while Davis had 7,727 (of which 1,732 were graduate students and 405 received

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* Establishment of a Graduate School of Administration at Santa Barbara was authorized by the Board of Regents in February, 1967.

**At the same time, San Diego awarded 31 master's degrees (27 in Science, 4 M.A.'s) and 29 Ph.D.s. Davis granted 247 master's degrees (143 in Science, 89 in Arts, 14 in Education, 1 in Engineering) and 158 doctorates (107 Ph.D.s, 49 in Veterinary Medicine, 2 in Engineering).

advanced degrees. It would be unusual if the heavier faculty load at Santa Barbara and the higher proportion of undergraduates did not affect the attitude of the faculty toward research.

It has been noted that there was little realization of the potential of librarianship as a cognate field of study and of how it might fit into the rationale of graduate development. A school would help realize an administrative concept of the "general campus" and add another choice of student vocation.

Opportunity for experimentation with curricula would likely exist. Not knowing the temper of the Santa Barbara Division of the Academic Senate, it is nevertheless observed that a variety of requirements for graduate study are permitted to the several departments, showing a leniency favorable to departmental initiative. Interest was expressed in developing a program, presumably with Education, to provide certified librarians for the public schools, of which little was heard on other campuses. Basic admissions requirements are set by the Graduate Division, with individual decisions being made upon departmental recommendation.

Strong support for the establishment of the school was voiced by the Administration, although no specific commitment of funds was indicated. The visitor advised that a school not be started unless it could anticipate being fully operative and accreditable at the beginning, since a partial and inadequate program would certainly set precedents which could prove a permanent handicap. Preliminary approval for a School on the campus has been given by the campus administration, the Educational Policy and Budget Committee of the Senate, and the Buildings and Campus Development Committees. Assurance was also provided that the problems of space (initially to be provided by the Library), FTE student and faculty quotas, and therefore of funds, could be solved. A precedent exists for the application of "seed money" to new operations beyond that normally available. The addition of a hundred graduate students in the school would change the "mix" of graduates and undergraduates, but such a change was recognized as a normal aspect of growth.

Santa Barbara's ability to attract faculty of quality is probably moderate to good. It is one of the largest (in enrollment) of the campuses of a celebrated university, and if its library resources are not yet outstanding, it is within a hundred miles of U.C.L.A. and is situated on a Pacific beach; controlling factors in recruiting faculty will therefore likely be the caliber and reputation of the new Dean and the readiness of the administration to authorize salaries which are appropriate to a professional field.

The University Library at Santa Barbara totals about 385,000 volumes (an increase of 21% over the previous year), which by the testimony of the staff has good bibliographical resources, a fine printing collection, and a not very distinguished set of long journal files. Much material in the professional field would no doubt need to be acquired. The staff seem eager to aid in this development, to provide the increased services, and to accept the challenges which a high quality school would necessarily offer.

Examples of the various types of libraries exist in the area (special, school, public, and academic),* representatives of most of which have expressed an active interest in the establishment of a school (this outside group is obviously better informed about the potential than are the campus colleagues). Observation and work-study programs would apparently be welcomed.

The campus presents a good potential for recruiting students. Santa Barbara conferred 1,145 bachelor's degrees in 1965/66 (1,109 in the Arts, 38 in Science), and there were 929 persons in graduate status (111 professional, 494 in master's programs, and 324 in doctoral study). Santa Barbara's population is about 60,000, but approximately 71% of the 1965 enrollment came from the ten southern California counties, 54% from outside Santa Barbara County and 34% from Los Angeles County alone. Enrollment increased 17.5% at the undergraduate level and 25.3% at the graduate level between 1964 and 1965.

If shortages of professional librarians could be judged solely by the expressions of employers, there will be a large demand for graduates of a Santa Barbara school. Particularly vocal are representatives of the public schools. Information from the Educational Placement Service on the campus shows that during 1965/66 there were 224 requests for recommendations to fill vacancies in elementary, secondary, and college libraries in California (130 from 10 southern counties, including 13 from Santa Barbara County) and 323 from other states. These figures do not include public libraries, and it is likely that local requests would have been much more numerous had it not been known that no library school existed there.

Summary. Judged by the criteria selected for evaluating a site for a graduate school of librarianship, the University of California, Santa Barbara, has a moderate to good rating in respect to academic factors, ranks well in regard to local resources, has a high standing in its potential to attract local students, and a good local demand for professional employment.

The Proposed Program at Davis

Inaugurated as the University Farm in 1909, then becoming a College of Agriculture, the Davis campus has grown, particularly since the establishment of the College of Letters and Science in 1951, into a true general campus of the University. Although the Graduate Division was not established until 1961, graduate work was already well developed in many areas, and advanced degrees are now offered in some 50 subject fields, including the Ph.D. in 28. It is the center for agricultural teaching and research in the University system (providing graduate work in some 16 agricultural areas), but it also offers advanced study in subjects as varied as Art, Pharmacology, Engineering, French, History, and Mathematics. In the fall of 1965 there were 6,176 students at the undergraduate level and 1,731 in graduate work; and 629 bachelor's degrees were awarded in 1965/66, with 247 at the master's level and 158 doctorates. There was a FTE faculty of 392.8 (at the four levels).

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* Santa Barbara City College, Westmount College, Santa Barbara Public Library, Raytheon Co. (Santa Barbara Operations), General Motors Corp. Defense Systems Division, General Electric TEMPO, the Ventura County Free Library, and school libraries.

Environment for a Graduate Library School. Fourth in size of student enrollment among the general campuses of the University, the Davis campus also ranks fourth in the number of undergraduate degrees granted but a strong third in those awarded at the graduate level.* Figures also show that the number of graduate courses offered has increased between 1959/60 and 1965/66 from 150 to 536, a rise of 257%. These indications of emphasis upon graduate study were clearly reflected in discussions with administration and faculty, who expressed a strong determination to initiate only professional programs which are specifically academic in nature. First suggesting that perhaps the product of a new school should be "scholar-librarians," intended primarily for work in a university, the real concern proved to be that the proposed school should be staffed "by first class scholars capable of independent research and highly professional instruction." Orienting a proposed school toward research and cognate fields would harmonize with the campus pattern of interdisciplinary "groups" (e.g., in Comparative Biochemistry, Genetics, Plant Physiology, and Linguistics); and it was indicated that a new library school might stimulate the establishment of a group concerned with the information sciences, perhaps embracing Psychology, Linguistics, Mathematics, Electrical Engineering, and one or more of the social sciences. The possibility of using joint appointments and existing courses was mentioned. In addition to the Graduate Division, the Davis campus now has schools of Law and Veterinary Medicine and is planning a School of Administration (which will embrace four administrative areas, School, Public, Business and Health Sciences) and a School of Medicine.

In relation to the Criteria. (See Table of Criteria). In 1965/66, graduate students at Davis were enrolled in 52 fields, and 247 master's degrees (in Arts, Education, Engineering, and Science) and 158 doctorates were awarded (107 Ph.D.s, 49 doctorates in Veterinary Medicine, and 2 in Engineering). As stated, there is a strong emphasis upon graduate study and research and an expectation that a new graduate library school would fit into the pattern of interdisciplinary groups and make a significant contribution to graduate development. Since a "non-conventional" curriculum for such a school was strongly encouraged, there would seem to be ample opportunity for experimentation. Responsibility for admission of students is shared by the Graduate Division and the department.

The preliminary proposal for a school has the tentative approval of the Chancellor, the Committee on Educational Policy, the Graduate Council, and the Library Committee. Although no specific financial commitment was indicated, precedent was cited for giving special support to new undertakings, not tied to the normal FTE formula. It was stated that University plans as now envisioned would place no effective limitation upon the number of students in the school. Qualifications of faculty vary with the field and do not necessarily specify the doctorate. Initial space would probably be provided by the Library, although it was recommended that separate facilities be planned, since continuing library growth would place the school in a continuing state of insecurity.

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* Advanced degrees: at Berkeley, 2,740 (2,095 masters, 645 doctoral); UCLA, 1,945 (1,564 master's, 381 doctoral); Davis, 405 (247 masters, 158 doctoral); Santa Barbara, 168 (157 masters, 11 doctoral).

In judging the attractiveness of the campus to highly qualified faculty, it is noted that Davis has an excellent academic reputation, a library of 470,000 volumes, and a graduate and research program of some strength. Although it is located in the Sacramento Valley and may lack some of the attractions of the coast, it is about an hour's drive to San Francisco Bay and the University's main campus at Berkeley (with regular inter-campus bus connections). Eastward at a similar distance lie Lake Tahoe and the Sierra Nevada. Recruitment of faculty will therefore largely depend upon the reputation of the new Dean and School and level of salaries offered.

With library resources now above 470,000 volumes (about a 14% increase in the last year), it is planned to increase the holdings to 900,000 by 1970/71. Unusually good bibliographical resources are claimed, a fair selection of professional literature in the field, and beginning collections in children's literature and the history of books and printing. On the staff are several bibliographers with specific responsibility for the continuing development of collections in the humanities, social sciences, and sciences. Many gaps would likely need to be filled, and it is expected that special funds would be forthcoming once the school is authorized. The staff representatives seemed almost uniformly ready to take on the new problems and labor which a library school would incur, some members obviously welcoming the opportunities for evaluation and experimentation which such a program should offer. That a systems analyst is already on the library staff has perhaps accustomed library personnel to analysis and reorganization.

Libraries representing the various types are found in the immediate region*, including the California State Library at Sacramento, from which the two chief administrators came to take part in the discussions and to support strongly the establishment of a school at Davis, based upon California's need.

The recruitment potential for students appears to be good. There were 629 bachelor's degrees awarded in 1965/66, and 1,731 students were engaged in advanced study (742 in master's programs, 303 in professional); and many other collegiate institutions exist within the 11-county Bay area from which Davis draws heavily. With 88% of the students at Davis coming from California, 52% are from the 11 Bay counties (over 1,800 from the four heavily populated counties closest to Berkeley and Stanford). Sacramento, the nearest city, has a population in excess of 200,000. University-wide planning for Davis anticipates an enrollment of 17,500 by 1975, with 4,400 in graduate status. Part-time study and continuing education are feasible, the latter leading either to specific degrees (the doctorate and perhaps some intermediate degree such as the Ph.M. or "candidate" standing) or for specific programs designated as "course work only" without degree objective.

The local demand for professional employment is said by local librarians to be extensive, and a State Library representative maintained that a survey of existing vacancies would not by itself provide a proper answer, since it

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* California State Library, Sacramento City Library and County Library, a number of state government departments, the Aerojet-General Corporation Technical Information Office, the libraries of the Sacramento State and City Colleges, and the public schools.

would not take into account either needs or plans. Professional staff are said to be completely missing from many areas, and "In county after county there is no librarian of any level of training." It is claimed that the statewide plan to establish library systems is greatly handicapped, particularly in the northern region, by lack of professional people; and that few graduates from the existing schools can be persuaded to accept positions there. Salaries may in some instances be a factor, but there are apparently not enough librarians to go around. In respect to present staff utilization, it was proposed by the State Librarian that a new school at Davis work with the State Library in developing patterns of use which could serve as a model for the entire state.

Summary. Judged by the criteria selected for evaluating a site for a graduate school of librarianship, the University of California, Davis, has a good to excellent rating in respect to academic environment, to the library resources of the immediate area, and to the local and regional need for professional employment.

Part III -- Summary of Conclusions
(based upon Parts I and II of this report)

Existing Schools. It is concluded that the need for librarians in the state, the rapid expansion of the field of librarianship and information science and of the professional curriculum, and the urgency to extend fundamental knowledge through research comprise a major new responsibility for the existing schools at Berkeley and Los Angeles.

1. It therefore follows that the existing schools at U.C.L.A. and Berkeley should increase their enrollment quotas, enlarge and diversify their faculty, and expand their provision of space, and that the Deans of each school and the appropriate administrative officers should work toward achieving a continuing commitment to these objectives.

In respect specifically to the School of Library Service at U.C.L.A.:

2. Enrollment. In view of the increasing need for professional people and for a larger and more diversified faculty, it is concluded that the U.C.L.A. School of Library Service should steadily increase its enrollment to 200 FTE by 1975 and that discussions be carried on with University officials looking toward achieving these enrollment aims.

3. Faculty Development. It is suggested that the proposed growth of the faculty, both in size and diversity, also be discussed with University officers, looking toward increases to provide for critical immediate needs in relation to instruction and research and to accommodate the expanding teaching and research program which anticipated growth requires.

4. Space. It is concluded that because of the insecurity attendant upon occupying temporary space in a rapidly expanding University Library at U.C.L.A., and of the ideal location of the existing Public Health building in relation to the Research Library (and its imminent availability for reassignment), the School of Library Service have adequate space for present

and anticipated need set aside there; and that this matter be discussed with University administrative officials at this time.

5. Curriculum Development. It is suggested that a review of the M.L.S. curriculum be undertaken in relation to what other pertinent fields of study have to offer (social sciences, information sciences, humanities, and professions), seeking solutions to professional problems which are social, political, and cultural as well as technical and mathematical in nature, and providing an interdisciplinary base for doctoral study.

6. Education Beyond the Master's Level. It is suggested (a) that a study be made of possible programs of advanced work beyond the M.L.S. and M.S.I.S. degrees, leading to an "intermediate" degree, a "certificate of specialization," or another form of academic recognition for persons wishing to undertake specific programs of study of an academic and professional nature of less than doctoral level which would specifically benefit them and the profession; (b) that the development of a proposal for doctoral study in the School of Library Service at U.C.L.A. be begun at this time, leading to the Ph.D., working with appropriate disciplines both in the social and information sciences; and (c) that persons who have received the master's degree in librarianship and who wish to enroll for "course work only" as a form of continuing education be encouraged to do so when in the judgment of the faculty such work comprises an acceptable program for the individual.

7. Library Personnel for the Public Schools. Because there is a critical need in California public education for fully qualified librarians (who have been selected and educated according to University standards and traditions) to assume positions of responsibility as supervisors and consulting personnel in school systems, it is appropriate that persons who wish to receive full professional education in librarianship by completing work for the M.L.S. degree, with emphasis in the school library field, be accepted on the same basis as other candidates and their interests accorded the same attention; and that further advanced work for this group, leading to the "certificate of specialization," supervisory credential, or doctorate be explored.

In respect specifically to the School of Librarianship at Berkeley:

8. Enrollment. The increasing need for professional people in libraries of all types and for a larger and more diversified teaching and research staff appear amply to justify increasing enrollment for the master's program in the School of Librarianship at Berkeley to the proposed target figure of 300 FTE students by 1975 and pressing toward institutional commitment to this goal.

9. Faculty Development. The projected size of the student group, the need for faculty diversification to accommodate the expansion of the professional field, and the important demands of doctoral study and research seem clearly to support the projected figure of 28 FTE faculty in the School of Librarianship at Berkeley by 1975 and to recommend a University commitment to this level of development.

10. Space. In view of the existing and proposed space requirements of the School of Librarianship at Berkeley, it is recommended that early action be taken in respect to new quarters for the School, if not in a new building to be erected in the vicinity of the Doe Memorial Library, then in the remodeled South Hall or in a more adaptable building in the immediate area.

11. Curriculum Development. It is suggested that a review of the M.L.S. curriculum be undertaken in relation to what other pertinent fields have to offer (social sciences, information sciences, humanities, and professions) in order to realize the full impact of these areas of knowledge upon teaching, research, and practice in librarianship.

In respect to Proposed New Schools:

It is concluded that the need for professional librarians in California is such that the existing graduate schools are unable to provide them; that access to fresh sources of graduate students on other University campuses offers significant opportunities to draw new candidates into the field, and the existence of new schools in these centers will constitute an important new recruitment force; that new non-conventional and interdisciplinary programs of education and research in librarianship and information science are essential to the development of library services to society and can contribute to the strength of advanced study on a campus; and that new schools in the University, by producing graduate programs of high quality, will forestall the emergence in an existing vacuum of less adequate curricula offered by institutions with fewer resources and less exacting standards.

12. It is therefore concluded that there is adequate justification for establishing up to two new schools of librarianship in the University of California within the next five years, providing (a) that a "lead" period of two years is allowed after authorization and the appointment of a Dean before the first students are admitted (with a minimum interval of two years between the beginning dates of the schools in order to ameliorate somewhat the difficult problem of recruiting faculty), and (b) that the proposed programs be worthy of graduate study and research, be of broad public value and concern, emphasize not routine procedures but basic knowledge, scholarship, and research, and embrace studies which are both distinctive to librarianship and provide the support which the social sciences, information sciences, humanities, and professions have to offer.

California—Professional Librarians (MLS) Needed per Year, 1965-1980*

	1965 Actual	GOALS 1965	Need per.yr.	GOALS 1970	Need per.yr.	GOALS 1975	Need per.yr.	GOALS 1980
PUBLIC	2,000	2,500	380	2,900	470	3,300	560	3,700
UNIV. OF CALIFORNIA	400	400	60	500	70	600	80	750
COLLEGES & UNIVERSITY	450	550	80	720	100	860	120	1,010
SPECIAL	790	600	120	650	130	725	140	800
Sub-total	3,640		640		770		900	
SCHOOL	600[a]	12,000	240[a]	14,000	450[a]	16,000	700[a]	18,000
JUNIOR COLLEGE	185[a]	578	64[a]	700	100[a]	850	130[a]	1,000
Sub-total	785[a]		304[a]		550[a]		830[a]	
Total	4,425		944		1,320		1,730	

* Data summarized from "Statistics on the Librarians of the State of California" (University of California, Institute of Library Research, Internal Working Report, November 30, 1966). "Goals" cited chiefly from American Library Association sources. "Actual" figures from News Notes of California Libraries, U.S. Office of Education, etc. Growth figures based on population projections; "Need per.yr." assumes a linear growth.

a. Estimated number with MLS degrees.

Total Enrollment of 3 Accredited Schools

University of California, Berkeley
University of Southern California
University of California, Los Angeles*

Enrollment

Year	UC	USC	UCLA	Total
1959/59	102	227		327
1959/60	89	175		264
1960/61	116	233	51	390
1961/62	131	284	60	475
1962/63	133	353	61	447
1963/64	150	266	47	463
1964/65	173	260	68	498
1965/66	192	255	75	522

Credit Hours

1958/59	1967	5201		7168
1959/60	1739	4490		6229
1960/61	2162	4263	1115	7540
1961/62	2610	5092	1315	9017
1962/63	2525	5082	1460	9067
1963/64	3369	4649	1251	9269
1964/65	3957	5005	1715	10677
1965/66	4224	4772	1683	10679

Graduates

1958/59	65	104		169
1959/60	79	113		192
1960/61	77	85	13	175
1961/62	77	92	58	227
1962/63	83	81	46	210
1963/64	100	76	53	229
1964/65	118	101	45	264
1965/66	133	109	60	302

* The UCLA School of Library Service opened in 1960/61.

Table of Criteria

For Evaluating
A Site for a New Graduate School of Librarianship

University Environment

Existence and level of other graduate programs.

Apparent character, standing, and support given to substantive research.

Awareness and interest in proposed program by cognate fields.

Relevance of proposed program to the development of campus-wide graduate study (or would a new professional program provide only another choice of vocation for graduates).

Opportunity to experiment with curricula.

Likely influence of proposed school over admissions policies and procedures.

Degree of administrative approval (financial backing, faculty-student ratio, faculty salary levels, space).

Potential attraction of institution for high caliber faculty (Its academic reputation, quality of library, geographical location, salary levels, qualifications for appointment).

Resources of University Library (collections, staff, services).

University Environs

Library resources of area (for observation, work-study arrangements, potential source of part-time specialist instructors).

Potential for recruitment of high caliber students (number of bachelor's degrees awarded annually, population of immediate area and region, apparent attraction of other graduate and professional programs).

Local demand for professional employment (is there a demand in the region for beginning librarians at salaries which will attract them in truly professional positions).

APPENDIX D

Responsibility for the Education of Librarians in California

California's Donahoe Act, which prescribes for higher education in the state, lays down the following rules governing the instructional responsibilities of the University and the state colleges:

> The University may provide instruction in the liberal arts and sciences and in the professions, including the teaching profession. The university has exclusive jurisdiction in public higher education over instruction in the profession of law, and over graduate instruction in the professions of medicine, dentistry, veterinary medicine and architecture.[1]

In respect to the scope of the state colleges, the Act has this to say:

> The primary function of the state colleges is the provision of instruction for undergraduate students and graduate students through the master's degree, in the liberal arts and sciences, in applied fields and in the professions, including the teaching profession.[2]

Although "librarianship (graduate)" had at an earlier stage in the development of the legislation been designated as one of the areas under the "exclusive jurisdiction" of the University, this had not carried over into law.[3] The Education Code does not assign graduate education in librarianship to either educational system.

The new regulations covering the certification of teachers (and school librarians) in the state are therefore consonant with the law. These specify, in effect, a bachelor's degree in a subject field, plus a post-baccalaureate year in Education (45 quarter hours for the Elementary specialization and 28 for the Secondary) and, for specialized preparation in librarianship, another 36 quarter hours in this professional area. Except that the "minor" (of 36 quarter hours) in the undergraduate program may be taken in library science, professional study in this field is forced into postgraduate status. The undergraduate minor in librarianship no longer has "credential" value (as it still does in many states) but comprises only preliminary preparation for further work in the field at the graduate level. Professional programs in librarianship at the state colleges must therefore be postgraduate, since the undergraduate minor does not qualify an individual for employment as a librarian in the schools.

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1 California Education Code, Pt. 4, Div. 16.5, Chap. 2, 22551.
2 Ibid., Chap. 3, 22606.
3 See A Master Plan for Higher Education in California, 1960-1975, Sacramento, State Department of Education, 1960, p. 114, 199-201.

The problems of establishing graduate programs in librarianship to satisfy the new credential requirements are compounded by the library profession. Accreditation standards for graduate programs promulgated by the American Library Association prescribe the existence either of a "general purpose" program (in this context one not having limited orientation to teacher-education) or a "single purpose" program which must provide the "general" professional base for work in public, academic, and special, as well as in school libraries, with specialization offered only in a single area (for example, the school library). Schools which expect to achieve full professional status must therefore fundamentally expand their faculties and scope, and this is more difficult for a previously undergraduate and wholly school-oriented program than is normally supposed. These pressures from state and profession may tend to foster a development in the state colleges which was not necessarily intended.

However the state law divides responsibility for graduate and professional education among higher educational institutions in California, teacher education is by tradition, inclination, and necessity one of the major responsibilities of the state college system. The estimated shortage of school librarians, alone, in California is variously placed at from 8,000 to 12,000, increasing possibly to 18,000 by 1980.* This would comprise a large educational order for all of the California colleges together. Preparing persons for these positions is a joint state-wide responsibility of the Department of Education, public and private higher education, and the professions of teaching and librarianship; and since 8,000 to 12,000 school librarians are not likely to be lurking over the horizon, there may be a need, as expressed by the Professional Education Committee of the California Library Association, "to formulate an adequate definition of educational requirements and to develop standards of performance based on this definition."**

It may be that the highly commendable intention of California's law to upgrade teachers and librarians by requiring them to secure a liberal or non-professional education up to the baccalaureate level and, after that, postgraduate work in Education, plus a degree in Library Science, will only make the school librarian exceedingly scarce. There may be a level of operation in the school library (or a long-term necessity for it) at which the "credentialed" teacher with an undergraduate minor in library science can work satisfactorily, supported by library "aids" to perform routine tasks, and supervised by fully qualified librarians with appropriate graduate work in Librarianship and Education and responsibility for several schools in a system.

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*Data from a forthcoming report of a School Library Research Project, communicated by Mr. Marvin Howell, Department of Education, Sacramento; and from University of California, Institute of Library Research, "Statistics on the Librarians of the State of California." (Internal working report, Nov. 30, 1966, by Dr. Robert Hayes, U.C.L.A.)

**Letter from Mr. Stanley McEldery, Oct. 21, 1966.

If such coordinated levels of education and responsibility were officially recognized and adopted, departments of library science in the state colleges might dedicate most of their effort to the systematic, high quality training of "building" librarians (providing 24 to 36 quarter hours of work in librarianship either as a minor at the undergraduate level or after the receipt of the bachelor's degree), with such programs looking to the American Library Association for recognition under some classification to be established. Developing such limited but excellent and highly relevant programs in library science at the undergraduate level to match requirements jointly identified by the State Department of Education, teachers, and librarians (and appropriately identified) would increase the number of functioning school libraries, provide a new level of library support for public education, and offer the state colleges a distinctive role in this field which is now largely lacking. This would not deny their right to train persons at the supervisory and specialist level (such responsibility to be shared by the state colleges and University). School libraries are not likely to be manned by any less direct and emphatic means, and it is not clear that the role now being pressed upon the state colleges by government and profession is rational or feasible.

In the context of this report, the qualifications of state colleges to provide full-scale graduate programs in librarianship would need to be judged according to the "Table of Criteria" set up for campuses of the University (Appendix C) of the report. These criteria specify, as a minimum, an existing pattern of strong, interrelated graduate programs in substantive fields, oriented toward research and doctoral study, among which librarianship would play a coordinate role; high admissions standards; an academic reputation to attract high quality faculty from across the continent; and a very considerable breadth and depth of library resources.

As indicated in the same report, the University's role in the graduate education of librarians would parallel its responsibility to the professions of law, architecture, medicine, and teaching, to offer professionally oriented curricula in subject areas which are intellectually substantial, worthy of graduate study and research, of broad value and concern, and emphasize not routine procedures but basic knowledge, scholarship, and research. Its level of graduate study and research, its standards for selecting faculty and students, and its resources of materials and equipment will give its program a similarly distinctive place.